

TOK PROCESSING CHART EXPECTATIONS:

PURPOSE:

- You will be assembling a huge bank of TOK concepts, vocab, examples, knowledge questions (KQs), & examples of 'TOK in the real world' to use both this year and next
 - Your **TOK Exhibition** (*Internal Assessment: practice in December, final in April*) will ultimately require three **OBJECTS** that you will display and write commentaries connecting them to one of the provided prompts
 - Your **TOK Essay** (*External Assessment: fall of senior year*) will require many **REAL-LIFE SITUATIONS** to use as examples as you address a prescribed essay title

EXPECTATIONS:

- In class: You will **take notes** when we have whole-class TOK discussions
 - This includes **vocab**, connections to the **Knowledge Framework**, and **Knowledge Questions**
- Out of class: **collect examples of OBJECTS & REAL-LIFE SITUATIONS** from your everyday life to form a large bank of potential ideas for future TOK assessments
- Every cycle, on the same date you turn in your **TOK Journal**, you will also turn in your **TOK Processing Chart** in the Classroom
- You should have **at least FOUR** items in the last column (RLSs/Objects)
- These should be **SPECIFIC items that exist in the world (OBJECTS), OR situations that you have come across in your life (RLSs)**, that you see how you could make a second-order connection to a knowledge question (KQ) or knowledge concept
- These objects or RLSs can come from anywhere: TOK class, other IB or non-IB classes, home life, your job, extracurriculars, TV/movies/internet, etc. So be creative!
- If your Object/RLS exists on the internet, please **LINK** to it
- **PLEASE RAINBOW COLOR-CODE THEM BY CYCLE** so I can tell them apart
 - **Cycle 1** **Cycle 2** **Cycle 3** **Cycle 4** **Cycle 5** **Cycle 6**
- You are not required to explain the TOK connection to a KQ in the Processing Chart, but you are encouraged to do so (so it's more useful to you later)
- It is totally OK if these RLSs/objects become topics for your TOK journal (*in other words, they may overlap with your journal entries*)
- They should be **SPECIFIC**: NOT open-ended like a KQ
 - **Bad example:** Interpretation of primary sources in History **too vague**
 - **Good example:** In an **HOA assignment**, we read different versions of why the U.S. entered the Spanish-American war (*potential connection to interpretations/evidence?*)
 - **Bad example:** Some languages have words that can't be translated **too vague**
 - **Good example:** I read **this article** & learned about words (like 'sobremesa' in Spanish) that can't translate into English (*connection to culture influencing/being reflected in language*)

GRADING:

- This will be a PROCESS GRADE
- You will get 25 points for each SPECIFIC RLS/Object that you include
 - There will be deductions if you have an object/RLS, but it is too vague